

SECTION 31A STATE AID CHANGES REVIEW, 2015

Office of Field Services

*Office of Evaluation, Strategic Research
and Accountability*

Effective Date

October 1, 2015

Objectives Of Session

- Provide an overview of changes in 31a legislation effective October 1, 2015
- Discuss implications
- Share method of reporting students in MSDS
- Discuss allocations & technical assistance
- Share accountability measures
- Q & A

PA25/ESEA Requirements

- Schools are to fund initiatives, programs and strategies that are included in their School Improvement Plan (SIP).
- Districts are to fund initiatives, programs and strategies that are included in their District Improvement Plan (DIP).

Evaluation

- Districts (ESEA) and schools (PA25) are required to evaluate the objectives embedded in their improvement plans annually.
- Districts and schools in MI are required to use the MDE Program Evaluation Tool to examine the effectiveness of strategies, programs and initiatives embedded in their Improvement Plans.
- The evaluation of such strategies/ programs/initiatives are to be coordinated across local, state and federal funds including 31a funds.

New Language

- In order to be eligible to receive funding under this legislation, for at least K-3, a district, PSA or EAA must implement multi-tiered systems of support.
- Michigan Merit Exam was replaced with State Summative Assessment.
- In determining an at-risk student, grade placement is not a factor and evidence of failure is based on local assessments.

New Language

- The criteria delineating a combination of two assessments no longer applies.
- Reduced price breakfast, lunch or milk are now eligible.
- College entrance exam (MME) removed and replaced with ELA, math, science content area assessment determined by the Grade 11 (State) summative assessment.

LEAs' Eligibility for funding

Subsection 3 (a-j)

- To be eligible for 31a funds, LEAs **must implement** (for at least grades K-3) Multi-Tiered System of Supports (MTSS) that is:
 - an evidence-based model
 - uses data-driven problem solving to integrate academic instruction and behavioral intervention
 - delivered to all pupils in varying intensities based on pupil needs

Allowable District Activities

- ▣ Exceptional to the focus are activities the district may use that were removed from the legislation.

- ▣ These included:
 - Early intervening
 - Class size reduction
 - Adult high school completion

Focus of Legislation

- Public schools, public school academies, and the education achievement authority are accountable for:
 - All at-risk students proficient in reading at the end of 3rd grade
 - All at-risk students career and college ready by the end of 11th grade



At Risk Student Identification: Subsection 14

Use the Identification Worksheet for your own purposes:

- http://www.michigan.gov/mde/0,1607,7-140-6530_30334-43638--,00.html

All students in Priority or Priority Successor Schools are at-risk students.



Note: Confidentiality requirements must be observed in providing access to individual

School:

Teacher:

Grade:

Year:

List Section 31a at-risk k-12 pupils and check all criteria that apply to each pupil.

[illegible]

When do we collect data and report at-risk students?

- Districts are required to designate eligible Section 31a 'At-Risk' students in the Michigan Student Data System (MSDS).

When do we collect data and report at-risk students?

- Program Participation Eligibility **code 3060** must be used to identify eligible 31a 'At Risk' using the eligibility criteria stated in the legislation.
- Any pupil reported with **code 3060** in at least two of the three General Collections (Fall 2015 Spring 2016 Collection and End-of-Year [EOY] Collection which ends on June 30, 2016) will be considered At-Risk for Section 31a accountability calculation purposes.

School-Wide Reform

- Districts may use up to 100% of the funds it receives to implement school-wide reform in schools with 40% or more of their pupils identified as at-risk pupils by providing supplemental instructional or non-instructional services consistent with the school improvement plan.

Administrative Costs

- Administration at the district or school levels is **unallowable**.

Examples follow

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Examples of Administrative Cost¹⁶

What is not allowed?

Expenses for central office or school administration are **not** allowable. These include expenditures in the following function codes:

- 226 Supervision and Direction of Instructional Programs
- 230 series - General Administration,
- 240 series - School Administration,
- 250 series - Business Services,
- 280 series - Central Services and
- 510 series - Long Term Debt Services

See the [Michigan Public School Accounting Manual](#)

What is Allowable?

Instructional services & direct non-instructional services are allowable.

- ▣ Let's define the term "Instructional Services"!

Allowable Instructional Activities

Evidence-based instructional practices *such as:*

- Mandated MTSS, the Marzano 9, SIOP for ELs, Balanced evidence-based literacy, Higher Order Thinking (HOTS), Bloom's Taxonomy
- Supplies, materials, and equipment to implement instruction
- Hiring Instructional staff
- Job-embedded, ongoing, research-based and need-based professional learning to improve the quality and fidelity of instruction provided to "At-Risk" students
- Development, enhancement and implementation of curriculum, formative or interim assessments and evidence-based interventions to improve "at-risk" student learning

Allowable Direct Non-Instructional Services

Certified or Licensed:

- Medical, counseling or behavioral intervention programs/services can include counselors, nurses, social workers or staff with specialized training in behavioral intervention strategies
- Community Medical Referrals
- Dental Care
- Substance Abuse Counseling
- Sexually Transmitted Disease (STD) Education
- Mental Health Services

(continued)

Allowable Direct Non-instructional

- Prenatal Care
- Immunizations
- Obesity Reduction Programs

Activities and services to improve the culture and climate of the school, to address safety and security, to provide anti-bullying or crisis intervention programs, etc. where there is a clearly-defined need, may be supported with Section 31a funds..

School Breakfast Program

Districts that receive At-Risk funds and that **operate a school breakfast program** are required to (shall) use up to \$10 per pupil for costs associated with operation of the school breakfast program.

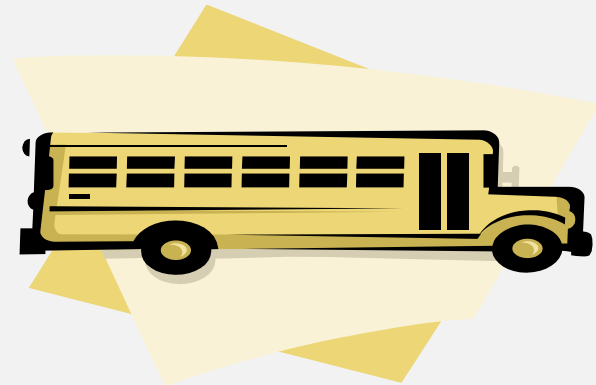
Basis For Allocations

- Allocations are based on free lunch, breakfast or milk.
- Districts continue to have flexibility in terms of serving free/reduced lunch to students who meet the criteria.
- The Section 31a report is based upon the count of free/reduced lunch for at risk eligible students to meet the match requirements of the TANF Act.

On Site Reviews **separate session**

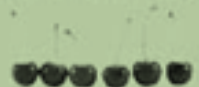
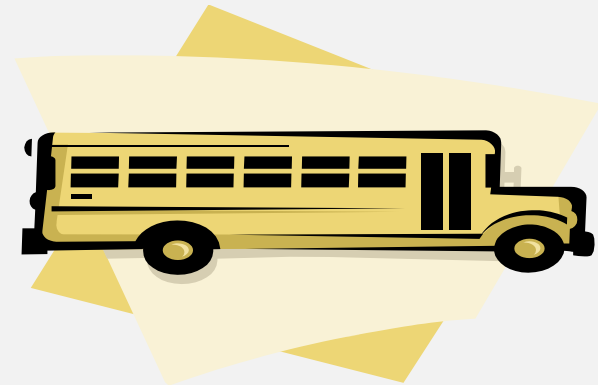
MDE/OFS will conduct seven onsite reviews for the new (October 1, 2015) 31a law during 2015-16.

- Flint
- Jackson
- Fulton
- Kentwood
- L'Anse Creuse
- Northridge
- Nexus of Grand Rapids



Technical Assistance

- District Study Guides and Explanations
- will be presented in a separate session.



On Site Reviews

District Interview for Federal and State Supplementary Programs

Intended Participants – Superintendent, Federal Programs Coordinator and/or staff responsible for individual Federal/State programs, staff members who implement district-level programs.

Guiding Questions/Statements:

- Describe your Section 31a programs
- Describe how the district fulfills its oversight responsibilities for this program

District Evidence that Could be Reviewed:








Eligibility worksheets
Staff logs of Section 31a activities
Job descriptions of Section 31a staff
Implemented procedure for program oversight
Evidence of program planning, implementation, and review

Indicators	Y, CR	Evidence & Explanation District Must Complete This Column for All Indicators
1. At the district level, a written process is in place to provide oversight for Section 31a programs and services.[Sec. 31a (1, 15)]	<input type="checkbox"/>	Organization Chart, written processes/services; agendas/minutes that support district level leadership related to programs/services; documentation of monitoring of programs/services.
2. The district has a written process in place that identifies the data used to measure proficiency. [Sec. 31a (1, 15)]	<input type="checkbox"/>	State assessment data for relevant grade levels; local assessments, formative assessments, interim assessments for identified Section 31a students. Written policy and procedure.
3. The district has a written process in place to ensure that stakeholders are updated on allowable uses of Section 31a funds to ensure services are allowable and in accordance with Section 31a legislation. [Sec. 31a (5, 6, 11)]	<input type="checkbox"/>	Policy and procedures, agendas, attendance sheets, updated copy of the program description and supporting documentation.
4. The district has a written process in place that defines student exit procedures. [Sec. 31a (5, 6, 7, 8, 14, 17)]	<input type="checkbox"/>	Policy and procedures, documents that detail how students are exited from direct instructional support and/or direct non-instructional support, data supporting 3 rd grade proficiency in reading or data demonstrating college/career ready.







Updated 8/27/14

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On Site Reviews

5. The district has a written process in place that defines how and when services are provided. [Sec. 31a (5, 6, 7, 8, 11)]		Policy and procedures, classroom attendance sheets, after school attendance, summer attendance, case logs with time and duration of service.
6. Section 31a program services are allowable in accordance with program legislation. [Sec. 31a (5, 6, 7, 8, 11, 17)]		Policy and procedures, description of internal controls defining a process to ensure that programs meet the intent of the legislation governing Section 31a programs.
7. The district has a written process for filling Section 31a positions. [Sec. 31a (15)]		Policy and procedures detailing hiring practices; job/position descriptions specific to Section 31a personnel; credentials of current 31a staff.
8. The district has a written process in place that defines student entrance procedures. [Sec. 31a (5, 6, 7, 8, 14, 17)]		Policy and procedures detailing the process for entering a student into a component(s) of a Section 31a program; documents detailing admission of students into program, minutes of meetings held to discuss entry of students/attendance sheets.
9. The district has a written procedure for program evaluation using the MDE Program Evaluation Tool. [Sec. 31a (5, 6, 11)]		Policy and procedures detailing the process for identifying and monitoring program evaluation practices; completed program evaluation tool detailing the program/initiative or strategy used. Data used to determine the efficacy of the program/initiative or strategy.
10. The district has a written process in place that ensures program accountability. [Sec. 31a (9)]		Policy and procedure detailing the oversight of the Section 31a program. Updated copy of the program description and supporting documentation.
11. The use of the flexibility provision meets all Michigan Department of Education criteria. [Sec. 31a (11)]		Policy and procedures defining the district use of the flexibility provision, if applicable. Documents detailing the <u>schoolwide</u> initiative(s) used based upon the criteria contained in the current legislation.

On Site Reviews

12. The class size reduction program meets all Michigan Department of Education criteria, if applicable. [Sec. 31a (11)]		Policy and procedures defining the district use of the class-size reduction, if applicable. Spreadsheets containing lists of classes reduced; contract language, if available, detailing provisions governing class sizes; guarantees that it abides by the Title IIA guidelines.
13. The district has a written process in place to ensure that the Section 31a programs and initiatives are aligned to the LEA/school continuous improvement plan. [Sec. 31a (11)]		Policy and procedures assuring that the activities/strategies that are provided to Section 31a students are consistent with the Comprehensive Needs Assessment (CNA) and the District/School Improvement Plan.
14. Section 31a program services are focused on improving student academic achievement. [Sec. 31a (15)]		Documents aligning the expenditure of Sections 31a funds to individual student proficiency levels over time, specifically focusing on 3 rd grade student proficiency in reading and 11 th grade student preparation for college/career/
15. The district has a written process in place to ensure that Section 31a identification criteria are used to determine student needs in the design of programs and services. [Sec. 31a (14)]		Policy and procedures addressing identification of students eligible for Section 31a services; program alignment documents for each student being served by Section 31a programs; identification worksheets.
16. Only Section 31a-identified students are served. [Sec. 31a (14)]		Policy and procedures defining the identification criteria; Class lists; service logs, including date/time and length of service, identification worksheets.
17. Section 31a program services for students are aligned with identification criteria. [Sec. 31a (14, 15)]		Class lists; service logs, including date/time and length of service; identification worksheets

On Site Reviews

18. The district has a written process for initiating and monitoring a multi-tiered system of support (MTSS) for at least K-3 grades. [Sec. 31a (3)]

Documents that define the evidence based model. Documents that provide guidance on when interventions are made. Documents that provide (1) a core curriculum and classroom interventions that are available to all pupils that meet the needs of most pupils, (2) Targeted group interventions, (3) Intense individual interventions, (4) Monitors pupil progress to inform instruction, (5) Uses data to make instructional decisions, (6) Uses assessments including universal screening, diagnostics, and progress monitoring, (7) Engages families and the community, (8) Implements evidence-based, scientifically validated instruction and intervention, (9) Implements instruction and intervention practices with fidelity, (10) uses a collaborative problem-solving model.

ESTIMATED

School districts with combined State and local funding less than or equal to the basic foundation allowance are eligible and the payment to eligible districts, if or when the program is fully funded, would be equal to 11.5% of the district's foundation allowance multiplied by the number of pupils in the district eligible for free breakfast, lunch, or milk in the prior fiscal year.

▣ Grant Application

Grant Application

There is no application!



Section 31a Carry Over

Unobligated funds must be spent within the next school year. If the funds are not expended and reported in the July 15th annual report, the funds are returned to the State's School Aid budget.

Program Reports



- Due Date
- MEGS+
- Changes reflect the revised legislation

Section 31a Program Accountability

(a) The district, public school academy, or the education achievement authority (EAA) shall determine the proportion of total at-risk pupils over three consecutive years that represents the number of pupils in grade 3 that are not reading at grade level by the end of grade 3.

(continued)

Section 31a Program Accountability

(a)... If, at the end of three consecutive years, the district, public school academy, or the education achievement system cannot demonstrate that least 50% of at-risk third graders are proficient in reading, it shall expend that same proportion multiplied by $1/2$ of its total at-risk funds under this section on tutoring and other methods of improving grade 3 reading levels.

(continued)

Section 31a Program Accountability

(a)... As an example, if 60% of grade 3 at-risk students are not proficient in reading, and the district received \$1,000,000 in Section 31a funding, they must now expend 0.60×0.50 of their funds, or \$300,000 on improving reading levels in the 3rd grade.

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Section 31a Program Accountability

(b) A district, public school academy or the EAA must demonstrate to the satisfaction of the department, improvement over 3 consecutive years in the percentage of at-risk pupils that are career- and college-ready as determined by the pupil's proficiency on the English Language Arts, Mathematics, and science content area assessments on the grade 11 summative assessment.

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Section 31a Program Accountability

(b)... The district, public school academy, or the EAA shall determine the proportion of total at-risk pupils that represent the number of pupils in grade 11 that are not career- and college-ready as measured by the student's score on each of the individual subject areas, English Language Arts, Mathematics, and science content area assessments of the grade 11 summative assessment under section 1279g(2)(a) of the revised school code, MCL 380.1279g, and

(continued)

Section 31a Program Accountability

(b)... The district, public school academy, or the education achievement system shall expend that same proportion multiplied by $1/2$ of its total at-risk funds under this section on tutoring and other activities to improve scores on the state summative examination.

Section 31a Program Accountability

As an example, 41% of the at-risk pupils in grade 11 are not career and college ready. Your allocation for Section 31a funds is \$48,000. How much must be allocated to improve proficiency?

Answer: \$9,840.

31a Accountability: Overview

- New component of the MDE accountability system
- 31a provides funding to eligible districts for instructional and student support services for students who meet the at risk identification characteristics specified in the legislation.
- Move from fall testing to spring testing.
 - Now students will be tested on content learned during the ***current school year*** as opposed to the ***previous school year***.

What will happen in spring 2016?

- ELA: tested at each grade 3-8 and 11
- Mathematics: tested at each grade 3-8 and 11
- Science: tested at grades 4, 7 and 11
- Social studies: tested at grade 5, 8 and 11
- College Entrance test (required by law): SAT in grade 11
- Work Skills assessment (required by law): WorkKeys in Grade 11

Please see the spring 2016 Testing Schedule
for more information!

Accountability Implications?

It is the intent of the MDE not to use the results of the 2015 M-Step assessment to make high-stakes accountability determinations.

- Data provided to schools and districts for informational purposes
- No Priority, Focus or Reward labels for schools
- But there are still implications for 2015 Accountability, including 31a
- 31a will be reported, though process in 2015 will be different than in upcoming years

31a for Accountability: Full Academic Year (FAY) Calculation

- In the secure site display, FAY will filter identified 31a at risk students used in the Accountability Proficiency calculations.
- Under M-Step in 2015-16 MDE/OESRA are using three “counts” for FAY: Fall, Spring, and end of year (EOY).

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31a for Accountability: Full Academic Year (FAY) Calculation

- FAY is needed to create the subset of 31a At-Risk Students who have had sufficient instruction in the district that they had a reasonable chance of being proficient on the defined measures.
- The FAY rules provide a population for accountability purposes that match those students with the most recent proficiency data.

31a for Accountability: Calculation Sequence

Districts will report students in MSDS as 31a at-risk. The only students MDE/OESRA can identify as at-risk without district input are in Priority schools.

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31a for Accountability: Calculation Sequence

MDE/OESRA will:

- Match those students with the most recent proficiency data.
- Calculate metric and derive results per business rules.
- Communicate to field and send filtered district code, along with links to FAQ, business rules, etc. as part of preview window for district appeals for 31a.
- Process appeals and make necessary fixes.
- Post 31a to the public.

31a for Accountability: Secure Site Display

**Figure 1: Proposed
Format of 31a display;
exact details are to be
confirmed; display for
illustrative purposes only**

31a for Accountability: Secure Site Display

Percent proficient calculation for 31a for 3rd grade reading assessment

- Dividing the count of 3rd grade 31a at-risk students with a proficient eligible reading assessment score by the count of eligible 3rd grade 31a at-risk students.
- Both general and alternate assessments count toward the calculation.

31a for Accountability: Secure Site Display

*Percent career and college reading calculation
(three year improvement slope) for 11th grade*

- Dividing the count of proficient college and career ready students labeled at risk for 11th grade in all state tested college entrance content areas by the count of 11th grade 31a at risk students.

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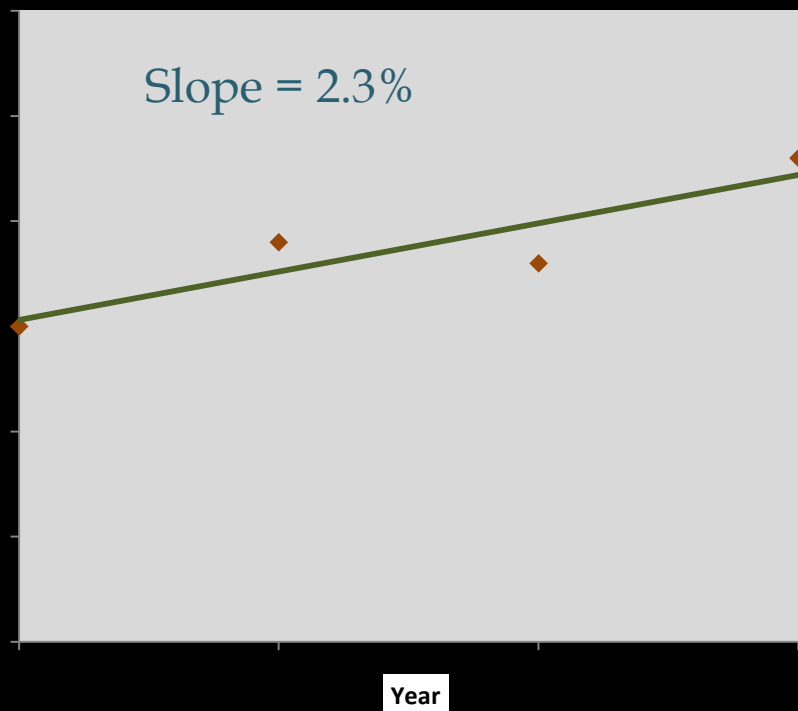
31a for Accountability: Secure Site Display

Percent career and college reading calculation (three year improvement slope) for 11th grade

- Only content level college entrance slopes will be calculated.
- Districts must demonstrate adequate improvement over three consecutive years-greater than the state average slope and district slope must be positive

How Is a Slope Calculated?

Calculating an improvement slope



- Plot the school's improvement for the number of years in question
- Plot a linear regression line through the points
- Calculate the slope of the line (gives the school's annual improvement rate)

31a for Accountability: Secure Site Display

*Count and percentage of District 31a students
by grade*

- Derived from the overall District-based count in the applicable Fall, Spring and EOY MSDS collections.
- Only students counted as enrolled in the same district in at least two of the three collections are labeled at risk in at least one count are counted.

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31a for Accountability: Secure Site Display

Count and percentage of District 31a students by grade

- For 2015, calculation will include students counted as enrolled in same district in two of the following collections- Fall 2015, Spring 2016, EOY 2016 and labeled 31a in either Spring 2016 or EOY 2016.

31a for Accountability: Secure Site Display

Percent proficient calculation for 31a in each grade level for all state tested content areas.

- Dividing the count of proficient students labeled 31a at risk by grade in all state tested content areas by the count of at risk students by grade and content area.

31a for Accountability: Secure Site Display

Longitudinal display of district past performance for 31a.

- Display listing district-level past performance for 31a for up to the past three years, when available.
- Will contain district headcount, percent at risk 31a students by district and percent proficient 31a by district.

31a for Accountability: Secure Site Display

Downloadable data file for 31a.

- Secure site will have link to Excel spreadsheet listing 31a data by district for all grade levels and all state tested content areas from the most recent year.
- Spreadsheet will include variables identifying Student, Building, LEP, Migrant, Homeless, ED and Race/Ethnicity.

(continued)

31a for Accountability: Secure Site Display

Downloadable data file for 31a.

- MDE will match with proficiency data for all state tested content areas for all 31a.

31a for Accountability: Proficiency and Improvement Definitions

- *3rd Grade Proficiency- at least 50% of at-risk pupils need to be above the (TBD) proficiency cut; these students are considered reading at grade level.*
- *11th Grade Improvement Slope - must be greater than 3-year state average SAT slope and slope must be positive.*

31a for Accountability: Appeals

- A calculation verification preview window will be created.
- Districts can download district data file from the Secure Site for verifying calculations.
- For 2015, preview window will probably be substituted by an individualized email to each district with 31a students.
- District will be reviewing calculations only, not 31a identification.

31a for Accountability: Public Reporting Component

- Public reporting component will eventually be hosted by MISchooldata.org
- For 2015 public reporting will likely be in PDF format on the OESRA webpage.
- Public display will only include the relevant grades and tested subjects for 31a funding and will only include districts receiving 31a funding.

Contact Us!

For questions regarding Section 31a, please contact:

Identification of Section 31a Eligible Pupils

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Reporting of Section 31a Eligible Pupils in MSDS

Center for Education Performance and Information (CEPI)

517-335-0505

Section 31a Accountability

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